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ABSTRACT

An effective program to aid the student in making the transition from school to the world of work requires a coordinated guidance effort, including the administrator, counselor, and teacher. The K-12 guide will assist educators in coordinating aspects of career guidance, counseling, and placement in the student's career development and preparation for life. The goals and objectives of career guidance are self awareness--self identity, education awareness--educational identity, career awareness--career identity, economic awareness--economic understanding, decision making--career decisions, beginning competency--employment skills, employability skills--career placement, attitudes and appreciation--self/social fulfillment. The process of career guidance relates to self awareness, decision making skills, environmental understanding, and relating to the world of work. The six major components of a career guidance program are: individual data system, information system, career assessment and planning process, dissemination system, facilitation of community experiences, and placement and follow-through. Guidance counselors, teachers (including special education teachers), administrators, parents, students, employers, and other community members all have roles and responsibilities in career guidance. Evaluation must involve both career education programs and also the school's ability to meet the needs of the students. A bibliography is included. (Author/EC)

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CAREER GUIDANCE COUNSELING PLACEMENT GUIDE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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September 1975

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BOISE, IDAHO

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C A R E E R

G U I D A N C E

C O U N S E L I N G

P L A C E M E N T

G U I D E

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State Department of Education
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September 1975

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A C K N O W L E D G E M E N T S

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The Idaho State Department of Education also wishes to express appreciation to the Alabama State Department of Education for permission to adapt material from the Career Guidance Handbook to fit the needs of Idaho's schools.

A special thanks is extended to the committee of Idaho educators for their assistance in the preparation of this guide.

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INTRODUCTION

The State Department of Education consultant team, meeting in Boise in February 1975, developed a career guidance guide for use in Idaho's school districts.

The first task was to define and set forth the limits of the concepts of career education. The first pages of this guide represent an overview of the entire project. The goals have been delineated. It is the wish of the committee that each district will select objectives to implement career education programs in terms of individual community needs.

The implementation of career education is viewed in three interrelated levels--the teacher, the counselor and the administrator. Without such interrelatedness, the concept of career education will not materialize for all students at every level.

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WHAT IS IT ALL ABOUT?

WHAT IS CAREER EDUCATION?

"In a generic sense, career education consists of all the activities and experiences through which individuals prepare themselves for and engage in work--paid or unpaid--during their lives. As a response to a call for educational reform, career education seeks to make preparation for work both a prominent and permanent goal of American education at all levels. By doing so, it hopes to make work--paid or unpaid--possible, meaningful and satisfying for each individual."

"Straight Answers on Career Education"

Kenneth B. Hoyt
Associate Commissioner for Career Education, United States Office of Education, Washington, D.C.

RATIONALE

Career education, involving awareness, exploration, preparation, decision-making, placement and follow through is a universally accepted goal of education. An effective program to aid the student in making the transition from school to the world of work requires a coordinated guidance effort, including the administrator, counselor and teacher.

This guide will assist educators in coordinating aspects of career guidance, counseling and placement in students' preparation for life and career development in grades K - 12.

THE PROBLEM

To develop guidelines for identifying the role, task and responsibility of the guidance team in career guidance counseling and placement in grades K-12.

	AWARENESS K - 6	EXPLORATION 7 - 9	PREPARATION 10 - 12
Teacher	1. To introduce career education concepts including those related to self-awareness, educational awareness and career awareness in order for elementary students to begin appreciating and valuing the world of work.	1. To develop career education concepts including those related to economic awareness, decision-making and beginning competency for junior high school students to begin exploring career knowledge and career skills needed for the world of work.	1. Career education concepts will be taught in all subject areas. Preparation and experience will be provided which will result in satisfactory placement.
Counselor	2. To work closely with the classroom teacher in designing and implementing career educational activities for integration with the regular school's learning experiences for elementary school students.	2. To work closely with classroom teachers in designing and implementing career education activities in order for junior high students to gain an understanding of our economy, of decision-making skills and of desirable employment skills.	2. To work closely with classroom teachers in designing and implementing career placement activities leading to an awareness of career alternatives for senior high school students.
Administrator	3. To provide the necessary support facilities, materials and time needed by classroom teachers and counselors to introduce, design and implement career education concepts for elementary school students and junior high school students.		3. Secondary students will be provided support services, facilities, materials and time to introduce, design and implement career education concepts.

GOALS

This guide is designed to assist local districts in meeting the following learner outcomes*.

Students should be:

- Competent in the basic academic skills required for adaptability in our rapidly changing society.
- Equipped with good work habits.
- Capable of choosing a presonally meaningful set of work values that lead them to possess a desire to work.
- Equipped with career decision-making skills, job hunting skills and job-getting skills.
- Equipped with vocational skills at a level that will allow them to gain entry into and attain a degree of satisfaction in the occupational society.
- Equipped with career decisions that they have made based on the widest possible set of data concerning themselves and their educational-vocational opportunities.
- Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.
- Successful in being placed in a paid occupation, in further education or in a vocation that is consistent with their current career education.
- Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.

Additional program goals may include:

- At the end of the sixth grade, students should be aware of and appreciate the values of a work oriented society.
- At the end of the junior high level, students should be encouraged to develop a tentative career preparation plan.
- At the end of the ninth grade, students will understand the process of career decision-making skills.

*As defined by Ken Hoyt.

- At the end of the twelth year, an appropriate personal plan for career preparation entry, written by the student, should be available.

- Student should be equipped with the knowledge and skills essential for making psychologically concrete career choices.

Other goals may be identified by local districts.

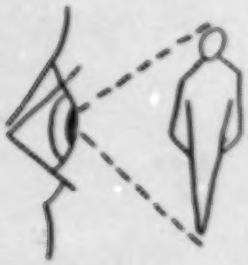
OBJECTIVES OF CAREER GUIDANCE--WHAT DOES IT DO?

Career guidance is a fundamental component of career education and it has many of the same goals and objectives. The Idaho State Department of Education has developed the following position statement on career education:

> Career education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominately technical, specialized society.
>
> Career education should begin in kindergarten and continue throughout the productive life of the individual.
>
> The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and is programmed to provide for the development of an awareness of self and the world of work in elementary students, exploratory experiences for junior high students and, for senior high students, knowledges and skills necessary to pursue further education or to become employed.
>
> Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to an individual through reconstructing and focusing concepts around a career development theme.
>
> The Career Education Curriculum Model, developed by the Idaho State Department of Education, includes eight elements of career education. Each of these elements leads to a general outcome or goal. These elements and their related outcomes are presented in the following pages.
>
> Career guidance contributes to the outcomes of these eight elements. The objectives of career guidance now follow in an order which indicates their relationship to the elements of career education.

SELF AWARENESS ---------- SELF IDENTITY

Objective 1. To help students develop positive feelings about themselves as persons of worth, to know themselves and to recognize and accept their feelings, their achievements and their interests.



Students entering school have some knowledge and attitudes about themselves, what kind of people they are and what they hope to become. This can be titled self-awareness. Through career education, the home and community experiences, the student will become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity. As they realize who they are and what they are like, they will develop a reasonably consistant internalized value system.

EDUCATION AWARENESS ---------- EDUCATIONAL IDENTITY

Objective 2. To help students become acquainted with the array of educational opportunities, which will become available to them as they progress through school, the nature of these opportunities and the career implications in these opportunities; to help students perceive the relationship between education, life roles and life styles.

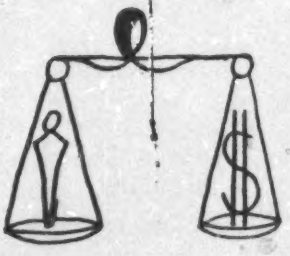
The entering students have some awareness of the relationship between education and training, whether formal or experience based, and the life roles assumed by themselves and others. From this basic educational awareness, students will continue to develop and refine a thorough understanding of the part education and training play in relation to the changing world in which they will assume a more complete, productive participation. They will also come to recognize the need for specific education and training for specific career roles. Educational identity combines an understanding of the relationship among education and training and life roles. The knowledge of themselves as participants in education and training, their learning styles, pace capabilities and capacities and the ability to select and evaluate educational avenues for the development of career plans.

CAREER AWARENESS ---------- CAREER IDENTITY

Objective 3. To help students become acquainted with the variety of occupations in which people are employed, the various personal meaning that work has for adults and the patterns different people follow in developing careers.

Individuals entering school possess some knowledge about, attitudes toward and interests in some careers. They know something about career performances and associated life styles, rewards, leisure time, working conditions and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home and community life, the students should be assisted in understanding the broad range of careers which are available to them as they serve the community or society-at-large. Students should also be assisted in learning what is involved in the development, growth, behavior, training and rewards of persons engaged in specific occupations. From this broad understanding, or career awareness, the students should experience active career exploration and preparation which leads to career identity. Career identity is defined as the individual's selection of an appropriate role or roles within the world of work.

ECONOMIC AWARENESS ---------- ECONOMIC UNDERSTANDING



Objective 4. To help students become acquainted with the basic economic system and the social and economic changes which are occuring in the United States and the rest of the world, and the possible implications of these changes for their careers.

Children have observed and participated in the economic system to some extent prior to school entry. Building on this base of economic awareness, career education will facilitate the students' thorough exploration of the changing economic system both as it relates to career development and the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for children or adults to read the economic environment and solve personal and social economic problems.

DECISION MAKING ---------- CAREER DECISIONS

Objective 5. To help students understand the value and the process of rational decisionmaking and, through practice, to develop decisionmaking skills and the confidence that what they decide or plan can, indeed, have an effect upon what happens to them.

Entering students have some understanding of the decision-making and planning processes and possess some skills in these areas. Through career education and supporting school and life experiences, they will develop increasing skills and experience in the rational processes of decision-making, practice making decisions and come to accept the responsibility for the outcomes of their decisions. The career decisions will progress from the very tentative and flexible career decisions to those which are increasingly reversible only at some cost of time, effort and money. By the conclusion of the students' formal education, they should possess the capabilities to design their own plans for their futures in the world of work.

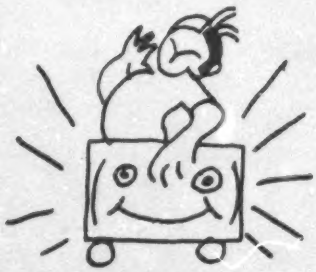
BEGINNING COMPETENCY ---------- EMPLOYMENT SKILLS

Objective 6. To assist students in the selection of and entry into appropriate educational programs to help them evaluate continuously their progress in developing saleable competencies and skills.

Entering students already possess some beginning competencies and skills in using materials and ideas. Career education provides opportunities for the students to participate in activities which will extend their ideas, their senses, their physical capabilities and other employment skills. Self-evaluation permits the students to examine their level of competency and select the programs which will enable them to optimize their abilities.

EMPLOYABILITY SKILLS ---------- CAREER PLACEMENT

Objective 7. To assure that all students, at the time of leaving or graduating from high school, will be placed according to their career plans in an entry-level job or apprenticeship, a junior college or technical school, a senior college or university, in the armed services or other viable alternatives.



Employability skills are concerned with locating and obtaining career placement both on an initial and an advanced basis. Employability skills also deal with developing group participation, other social-relation awarenesses and skills related to worker adjustment.

ATTITUDES AND APPRECTIATION ---------- SELF/SOCIAL FULFILLMENT

Objective 8. To assist students in their career development so that they are able to anticipate changes in themselves and their environments and will be able to continue to plan and carry out personally satisfying and productive vocational and avocational pursuits throughout their lives.

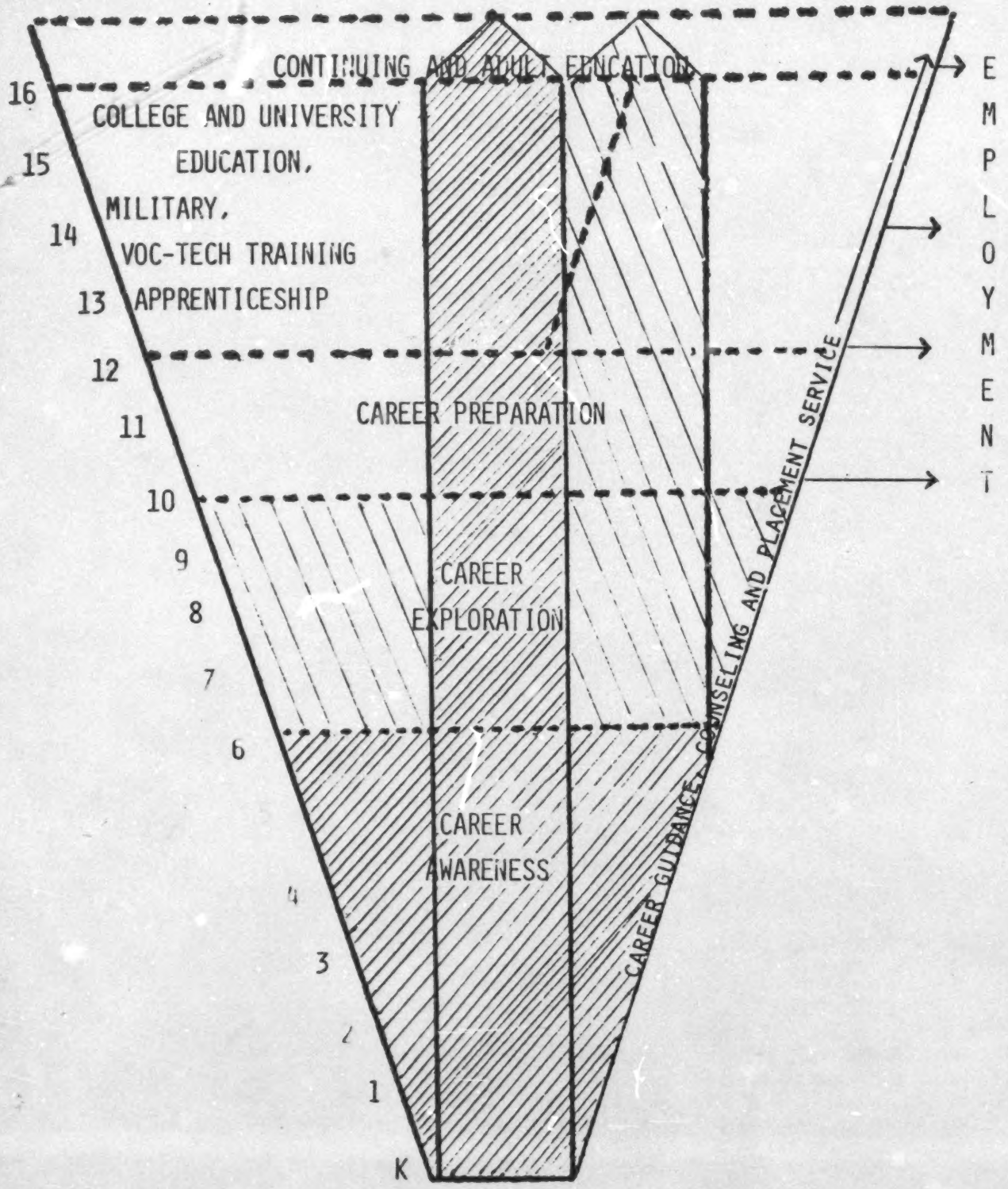
Attitudes and appreciations are included as a means of focusing attention on the affective component of career education. Through career education and its supporting systems, the individual should develop an internalized value system which includes a valuing of their own career role and the roles assumed by others. These appreciations and positive attitudes toward their own career role and the roles of others in the society should lead to active and satisfying participation as a productive citizen and, thus, provide for both self-fulfillment and social fulfillment.

The broader concept of career education includes, in addition to career guidance, the academic and vocational preparation to provide students the skills and competencies needed to carry out successfully their plans and decisions in the world of work.

CAREER GUIDANCE, as a part of career education, focuses upon the development of self-understanding, the knowledge of career options and the ability to make personal plans and decisions. The overall goal of career guidance is to help students develop career maturity through acquiring knowledges, skills, attitudes and competencies necessary to the performance of their life roles in a changing and complex society. Career guidance is an integral part of each phase of career education as indicated in the following chart.

CAREER GUIDANCE - AN INTEGRAL PART OF

EACH PHASE OF CAREER EDUCATION



THE PROCESS OF CAREER GUIDANCE ---------- HOW DOES IT HAPPEN?

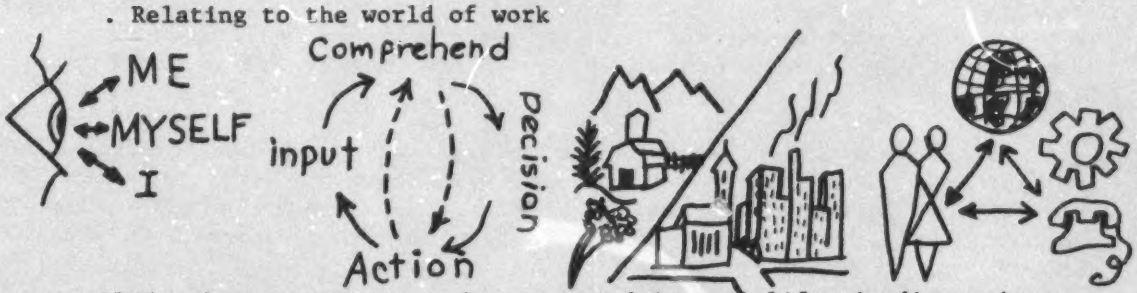
Career guidance is based on a systematic process of human development which can be described as occuring in four major areas:

. Developing a healthy self-concept and self-awareness

. Acquiring decision-making skills

. Developing environmental understandings and awareness

. Relating to the world of work



While these areas cannot be separated in real life, in discussions they can be dealt with independently. There is a logical sequence for emphasizing each of the areas.

A. Developing a healthy self-concept and self-awareness

At the beginning of the process is the necessity that people become aware of themsleves as people and have knowledge of thier interests, values, needs, aptitudes, attitudes and skills. This self knowledge is the foundation for the development of a realistic self-picture and contributes to the ability of the person to make rational decisions.

B. Acquiring decision-making skills

The second step in the process is that of learning and practicing the skills of decision-making. Aiding the student to utilize these skills in making rational decisions on a day to day basis helps prepare them to make decisions of increasing magnitude and difficulty.

C. Developing environmental understanding and awareness

The third step after a person has begun the process of developing a realistic self-concept and has developed some decision-making skills is the consideration of the type of life style he/she wishes. The process of deciding on a life style and developing decision-making skills may be occuring at the same time.

D. Relating to the world of work

In the final step of the process students can begin see ways to develop a positive relationship between themselves and the world of work.

These areas overlap, but their sequence appears to be the same at any age level. For a five-year-old, the statement that he/she wants to be a fire fighter, while primarily based on fantasy, employs feelings of adequacy (self-concept), decision-making, life style (they may like to ride a red fire truck) and the world of work (they have seen fire fighters in action.) The process for the child is appropriate for five-year-oldness. A twenty-five-year-old person might make a similar but more realistic decision, using the same process, but on a much more mature and sophisticated basis.

The development of self-concept and self-awareness can be enhanced by helping students find answers to some very important questions, such as; "What am I like as a person?", "Who is this person called me?", "How is this person, me, changing and what will I be like as a result of this change?"

The process of building decision-making skills follows very closely and complements the process of building a self-concept. As people feel positive about themselves and are given the opportunity to make decisions which will turn out well, they gain more confidence and are able to risk making more important decisions. The development of these skills involves the cooperation of conselors, teachers, administrators and parents who allow and encourage students to explore alternatives and make decisions.

Life styles refer to the interaction of values, attitudes, choices, needs, wants, strategies and behaviors by which people establish goals and cope with their environment. Career guidance has the task of relating a life style to work that is satisfying to the individual. As students develop realistic self-pictures, learn decision-making skills and observe how people around them live and cope with their environments, it follows that these individuals will make choices of how they wish to live and develop careers which will allow them to implement their chosen life style.

Because the four major parts of the process are interdependent, it is apparent that failure to develop any one of these areas will seriously hamper the process of career development. Therefore, a systematic career guidance program is essential in helping students in the porcess of career development.

HOW DO YOU DO IT?

COMPONENTS OF A CAREER GUIDANCE PROGRAM: WHAT ARE THE PARTS?

All of the necessary activities of a career guidance program can be classified into six major components:

. Individual Data System

. Information System

. Career Assessment and Planning Process

. Dissemination System

. Facilitation of Community Experience

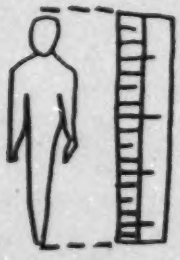
. Placement and Follow-Through

Most schools have already developed some of these components, and some schools have already begun activities in all six. All elements of a career guidance program must be well developed and implemented into a school system to have full impact on students. Coordination of the efforts of individuals working in all parts of the program is important for an effective delivery system.

Some of the components of a career guidance program may have had their beginnings in schools as guidance services and may have been thought of as desirable accessories for a school which could be aided by hiring a counselor. The rapidly changing needs and opportunities of youth today, however, require that some of these former services become integral parts of the educational program. Without these parts, the career guidance program cannot function effectively, and many students will continue to blunder in school and through later stages of their careers.

Other components of the career guidance program are relatively new and call for new methods and materials. Thus, the maximum effectiveness of a career guidance program requires that all parts, both old and new, be developed and focused upon increasing the vocational maturity of all students.

A brief description of each component of a career guidance program follows:



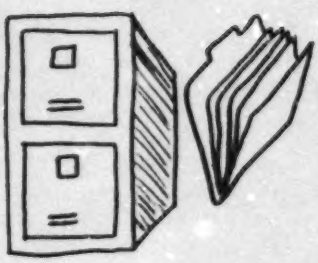
1. Individual Data System

Meaningful data is available for use by the student to better understand one's self and enable one to make realistic plans and decisions about a future career. In order that guidance is consistant with the student's interests, aptitudes and career goals, the data

are also available to parents, teachers and others concerned with the development of the student.

Information contained in the Individual Data System should include the student's educational progress (Cumulative) record; information from self-assessment, aptitude, interest and achievement tests; occupational experiences and competency levels in vocational and avocational areas; and the student's career planning and progress record.

2. Information System



The foundation for a career information system is contained in most schools. The major task, then, will be to build upon this foundation according to the needs of the students and community resources to make it a functioning part of the educational process. Broad headings should include comprehensive career materials, community career related resources, student oriented career literature and career/curriculum related information.

This system should never be considered complete and care must be taken to eliminate outdated materials and resources. Constant research is required to maintain a comprehensive informational system and updating of published catalogs is a must. Outside resource people, such as personnel managers, librarians, teachers and educational admissions officers, could be valuable in the development and maintenance of the information system.

3. Career Assessment and Planning Process

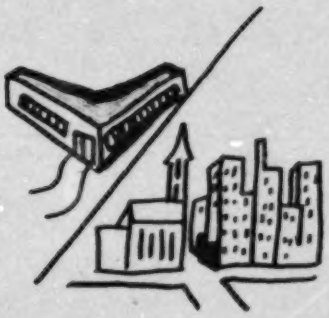
Individual students will go through a process of assessment and planning in relation to the information available in the Individual Data System component and the Informational System component. This process might be in the form of individual and group counseling culminating in sound educational and career planning with allowances for alterations as varied interests are formulated. An emphasis should be placed on one's own values and group values in relation to the assessment and planning process.

4. Dissemination System

No matter how effective the career education program can be, it will fail unless people are aware of it. Obviously, students must be aware of the opportunities open to them in order to take advantage of these opportunities. This can be accomplished through the usual student information procedures, both formal and informal, and through group and individual guidance and counseling. Since parents have great interest in their children's opportunities as well as a right to know what is available, a strong emphasis involving the parents or guardians of the students in the process is vital and would include parent-student-guidance team conferences on a regular basis.

Students derive many of their ideas regarding programs from teachers. Therefore, each teacher needs to be familiar with the entire career guidance program and their own contribution to the program. It is also worthwhile to determine if unnecessary duplication exists or if areas are inadvertently omitted. In-service sessions with teachers are satisfactory means of accomplishing these goals.

5. Facilitation of Community Experiences



The effectiveness of the community and its resources as an extension of the school is an essential part of the career guidance system. Opportunities are available in the areas of career awareness, exploration, preparation, decision-making and occupational placement. Specific areas to be focused on include:

a. Group and individual observation and exploration opportunities for students in the community;
b. Resources of the community--people and things;
c. On-the-job training opportunities for the students;
d. Volunteer opportunities for students;
e. Classes taught in the business community;
f. Utilization of teachers from the business community.

6. Placement and Follow-Through

Placement is the movement of students from one educational curriculum or job assignment

to another. Placement is considered "appropriate" if the individual involved is successful and makes further personal career development in the new setting. Follow-through is the process of collecting data regarding placements, assessing the success of these placements and modifying educational programs as a result of the data.

Most schools are already performing the placement function with those graduates who are going to colleges, universities and vocational schools. Catalogs and application forms are obtained and assistance is provided with transcripts and recommendation forms. Schools are also performing placement functions with some students who are seeking employment positions. Counselors are teaching students job seeking skills and behaviors. A systematic program, utilizing the efforts of all teachers, administrators, counselors, state employment service personnel, business and industrial personnel managers, parents and other community members, is needed to extend this type of assistance to all students leaving school before or at graduation.

Because of the ultimate criterion of the success of career education programs is the "placeability" of all students in satisfying and productive pursuits, the placement function carries a great responsibility for the entire program. The placement activity becomes the focal point for questions regarding not only the products of the school, but also the current situation regarding supply and demand for workers in various occupational fields.

CAREER GUIDANCE RESPONSIBILITIES ---------- WHO DOES WHAT?

Making career guidance work depends upon knowing not only what has to be accomplished, but also how different school staff and faculty can work togetner in an effective delivery system. This is particularly important in reducing the confusion about who has what responsibility for career guidance.

To some, career guidance means a group of activities in which volunteers participate at will; others see it as solely the function of the vocational counselor or school counselor. Obviously, both of these viewpoints are narrow in scope. Career guidance, to be functional, calls for the combined skills of guidance counselors, teachers, administrators, parents, students and others. And, the responsibilities of each group need to be identified and understood.

For descriptive purposes these role definitions will be presented under the terms - guidance counselors, teachers (including special education teachers), administrators, parents, students, employers and other community members.

GUIDANCE COUNSELORS: CAREER GUIDANCE RESPONSIBILITIES

Guidance counselors may include school staff members with state certification in guidance and counseling with any of the following titles: school or guidance counselor, vocational counselor, elementary counselor or career development specialist.

The responsibilities of guidance counselors in career guidance are:

- Coordinating the career guidance program including both short and long range planning goals.
- Serving as a resource person for staff members in the area of human growth and development and assisting in curriculum planning and modification.
- Participating in staff planning for sequential student learning.
- Coordinating programs of career development experiences.

- Coordinating a cumulative record system that can be readily utilized by all students.

- Coordinating a comprehensive information system.

- Identifying and coordinating the use of school and community resources needed to facilitate career guidance.

- Providing group and individual counseling and guidance to help students continually understand the personal significance of their experiences, knowledges, skills and appreciations as they grow and develop.

- Consulting with parents and/or legal guardians concerning the student's career plans and tentative decisions.

- Cooperating with the school faculty in placing students in community experiences such as; work experience, skill training or directed cooperative educational programs.

- Coordinating a comprehensive placement program for all students--students in jobs, homemaking, colleges, technical institutions, junior colleges, universities, apprenticeship programs and military service.

- Coordinating plans for a continuing follow-through program, including data collection, re-entry or further guidance and placement.

TEACHERS (INCLUDING SPECIAL EDUCATION TEACHERS) ---------- CAREER GUIDANCE RESPONSIBILITIES

Career guidance programs depend heavily upon the enthusiastic participation of all teachers. Teachers have a vital set of responsibilities in career guidance at all educational levels. These responsibilities include:

- Providing for easy transition of students from home to school, from one school environment to the next and from school to further education or employment.

- Providing guidance experience for individuals and groups of students to increase their depth of understanding of their personal capabilities, interests and values.

- Providing students with sequential learning experiences aimed at the development of basic concepts of work and the importance of those who perform work.

- Providing regular group guidance experiences to demonstrate the relationships between learning and occupational requirements.

- Helping parents understand and encourage the career development process as it relates to their children.

- Providing opportunities within the curriculum for students to have decision-making experiences related to educational and vocational planning.

- Providing career exploratory experiences to help students gain an understanding of worker characteristics and work requirements.

- Providing students with opportunities for acquiring job skills and for acquiring and utilizing good work habits.

- Providing realistic educational and occupational information to students and staff based on knowledge of the occupational field and continuing contacts with workers and work settings.

- Arranging for activities which show relationships among subject matter, life styles and the world of work.

- Identifying and recruiting resource persons in the employment community to assist in the school program.

- Providing exploratory experiences in vocational classrooms, labs and shops for students not enrolled in occupational preparation programs, and assisting other teachers who wish to incorporate "hands on" types of activities in their courses.

- Identifying basic and academic skills and knowledge that are needed to succeed in the occupations of their field and communicating this information to students, teachers and guidance counselors.

- Providing students with information about academic and vocational education offerings.

- Assisting students in their courses through group and individual guidance to analyze and interpret their learning experiences for better understandings of self in relation to occupations and the world of work.

- Arranging observation activities for students to help them learn more about occupations and work settings.

. Participating in the planning and implementation of a comprehensive placement program.

. Special education teachers will, in addition to the above responsibilities, maintain a close working relationship with the Departments of Vocational Rehabilitation, Employment, Social Security and other pertinent agencies.

ADMINISTRATORS ---------- CAREER GUIDANCE RESPONSIBILITIES

To be successful, a career guidance program must have the support and encouragement of administrators at all levels. These responsibilities include:

. Providing commitment to, encouragement of, and support of the program.

. Espousing the idea of career guidance as a responsibility of all staff members and faculty.

. Encouraging the development of a career guidance committee composed of faculty and staff members, students, parents and community leaders.

. Committing the administration to experimentation and flexibility in program and curriculum.

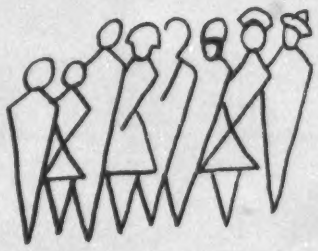
. Arranging in-service education for staff and faculty in the areas of career guidance and human relations.

. Committing administration to eliminate any discrimination or stereotyping from career materials or career guidance, counseling and placement.

. Providing personnel, facilities, time and materials necessary for program delivery.

. Encouraging constant evaluation and improvement of the program.

PARENTS, STUDENTS, EMPLOYERS AND OTHER COMMUNITY MEMBERS ---------- CAREER GUIDANCE RESPONSIBILITIES



Although school staff members are extremely important in assisting youth in their career development, there are other significant persons who can provide valuable assistance. Parents are very influential role model figures and counselors to their children. Parents can discuss work values which they have developed as a result of past experiences and relate some of the consequences they have experienced. They can discuss the economic condition of the family as it applies to the children's educational needs and assist in planning a course of action. Parents can, through example, display the attitude that all persons have dignity and worth, no matter what position they hold in the world of work, and they can provide situations so that their children can experience decision-making and carry responsibility for the consequences of their decisions.

Research is beginning to demonstrate that peer influence can be directed in ways that contribute to the development of youth. The strategy involves the supervision of selected students working in a paraprofessional capacity with other students. Such experiences can be utilized in an effective way.

Employers, clergy, employees, retired workers, community agency personnel and others should be viewed as potential career guidance team members. Employers, who view their role in career education as a team member, will be responsible for providing work stations and observation experiences and will be available as a career resource person for school programs. Industry and business have a more significant role in the education of youth today than in the past. In Idaho, the state vocational rehabilitation counselors are important resource people, too. The guidance team can do much to utilize fully all of the community resources available for facilitating the career development of young people.

EVALUATION ---------- HOW WELL IS IT WORKING?

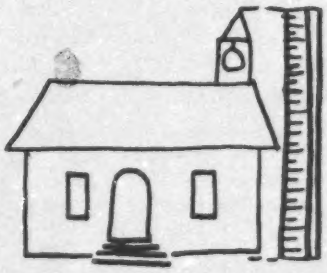
PROGRAM SERVICES: Education has emerged into an era of accountability. The natural economic laws also apply to education. Unlimited desires to help youth are tied to limited resources and educational programs, more and more, face the test of evaluation. Just as manufacturers cannot continue to produce goods that do not sell, education cannot afford to continue programs that do not meet its objectives.

MEASURABLE OBJECTIVES: The ultimate evaluation of a career education and a career guidance program is based on the school's ability to produce mature persons who can be placed in satisfying and productive pursuits in further education and work. In order to ensure that the career guidance program is operating successfully, early and continuous evaluations are necessary.

As a career guidance committee or other designated group meets to develop plans, the various objectives for each of the program components should be discussed and stated in measurable terms. At that time, the instruments or methods of measuring those objectives should be selected or developed. Then, as the program plan begins to take shape in a sequential framework, appropriate and periodic evaluation schedules can be formulated. Thus, as the program develops, it has a built-in evaluation system.

PLANNED EVALUATION: The advantage to organizing an evaluation plan at the time the total career guidance program is developed is that the school can have the answers to the many questions about the effectiveness of the program that staff members and others will ask. Program modifications can be made quickly and knowledgeably on the basis of the evaluation and evidences of the program's accomplishments are readily available to support requests for continuation or expansion.

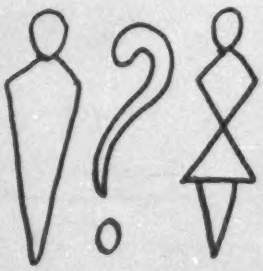
WHERE DOES YOUR SCHOOL STAND?



All schools have some parts of a career guidance program. However, the programs in some schools are more fully developed than in others. You can make a quick, informal evaluation of your school's career guidance program by reviewing the six components identified in this guide and scoring your school's program on each. Give a score of three (3) for any part that is well developed and functioning; a score of two (2) if it is moderately well developed; score one (1) if there are some beginnings of activity; and a zero (0) if your school's programs has no activity in that part. Based on your judgements then, the total scores might represent the following ratings:

15 - 18	Outstanding Program
11 - 14	Good Program
7 - 10	A Healthy Start
6 or below	Much Work Needed

WHERE DO YOU STAND?



As a guidance counselor, teacher or administrator, you might also rate your own involvement in career guidance by scoring again the six components listed previously. A high score will mean that all students are receiving assistance in their career development. A low score will enable you to see areas where improvements can be made.

SUMMARY

A comprehensive program of career guidance provides an essential structural base for career education. While counseling and placement services remain an important part of career guidance, the curriculum is seen as the heart of the delivery system. All members of the career guidance team are equally responsible to the total program. Success depends on the cooperative efforts of all school staff members and faculty, as well as parents, peers and community members. Through planning, coordinating and evaluating these efforts, the program can have a substantial impact upon all students, teachers, administrators and members of the community.

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